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ABSTRACT

This document reports on the 9th seminar of the State Education and Environment Roundtable (SEER). It consists of brief overviews of the daily discussions and presentations that were made at the seminar. Topics discussed include connecting service learning and the Environment as an Integrated Context for learning (EIC), and reports from states on local initiatives. Appendices contain the seminar agenda and a report on the 8th seminar. (MM)

ED 462 265

State Education & Environment Roundtable



Ninth
SEER
Seminar

May 21, 2000
through
May 25, 2000

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INTRODUCTION

From May 21 through May 25, 2000 the State Education and Environment Roundtable (SEER) held its ninth seminar in San Diego, California.

This document reports on the agenda and participants, briefly describes the various exploratories and relates the discussions that characterized the Seminar.

During the eighth seminar, one particular session focused on how to generate partnerships to strengthen EIC implementation efforts. The service-learning community was identified as a possible partnership opportunity. As a result, each SEER member state was asked to invite a state service-learning representative to attend a special session of the 9th Seminar. Service-learning representatives from seven states joined SEER members for the first two days of the seminar.

Dr. David Wicks of Jefferson County School District in Louisville represented the Kentucky Environmental Education Council on behalf of Jane Eller. Arthur Mitchell, the newly appointed SEER representative from the New Jersey Department of Education, was unable to attend. An Ohio representative, to replace the recently retired Carl Carter, has yet to be identified.

SEMINAR AGENDA

The original intent was that each seminar would be organized into four major sessions including:

- education, environment and leadership skills;
- discussions focused on the critical components of effective environmental education (EE) programs;
- opportunities to observe and discuss exemplary programs, and,
- research planning and general project oversight.

SEER staff designed the 9th Seminar to achieve these objectives and meet the needs that the state EE coordinators defined during the eight preceding SEER Seminars. **The full Seminar Agenda is included as Appendix A. The list of participants is included as Appendix B.**

STATE UPDATES

Throughout the week, SEER state representatives informally shared advancements and ongoing program development within their states. The updates also contained descriptions of activities such as: funding and grants; impacts of SEER research on state reform efforts; standards and frameworks, and curriculum development. **The state updates were included in the seminar notebook.**

DAILY DISCUSSIONS AND PRESENTATIONS

Sunday, May 21, 2000

Field trip to Anza-Borrego State Park

To allow the service-learning representatives to meet and interact with the SEER members and one another, SEER staff arranged for a field experience in the Anza-Borrego Desert. The day included a short hike led by Borrego's supervising naturalist and an opportunity to explore the park's visitors' center.

Monday, May 22, 2000*Connecting Service Learning and EIC*

Dr. Lieberman began the morning session with introductions, an overview of SEER and a brief introduction to EIC (using the Environment as an Integrating Context for learning) for the service-learning participants. Discussion soon focused on the need for developing a common semantic regarding terms such as "community" and the desire to explore how the two groups can most effectively collaborate.

Dialogue among the service-learning participants and SEER members then expanded to identify the following commonalities:

- awareness that a majority of service-learning projects are environment-based and intergenerational, e.g., the Iowa team reported that 90% of the state's projects fit these categories.
- view that both EIC and service-learning incorporate "best" educational practices.
- ties to the objective of achieving state education standards.
- belief that investigations should be student-driven and based on a solid academic plan that is supported by the instructional staff.
- understanding the importance of an action component in student projects because taking action reinforces experiences and effects long-term learning.
- requirement for high quality reflection as an essential component that helps connect student work to real-world experiences.
- desire to promote the effectiveness of connecting the students' interests, investigations and needs to those of the community.
- clarity that students should not be considered a free labor force.
- understanding that EIC and service-learning have much in common.

Based on these commonalities the participants thought that it would be valuable to further explore possible partnership between service-learning and EIC programs. The group concluded that they should identify:

- state-level strategies that would capitalize on the collaboration of SEER members and service-learning representatives.
- factors that make students EIC/service-learning projects and investigations most valuable for students and teachers.
- specific examples of how to use service-learning and EIC to improve scientific knowledge and environmental literacy.
- similarities between the programs to help better understand the potential gains that might result from the association of the two groups.

The group divided into three subgroups to discuss the following questions:

- What does SEER have to offer national and state service-learning organizations, and vice versa?
- How to possibly institutionalize connections between EIC and service learning at the state level?
- What are the mutual benefits of an association between both groups?
- What are the possible impediments to a cooperative endeavor between the two groups?

Upon reconvening, the group decided that the remainder of the day should be devoted to exploring three main topic areas. Three subgroups formed to discuss:

1. Creating a mission statement emphasizing the connections between service-learning and EIC.
2. Descriptions of model programs that would "paint the picture" of what good EIC/service-learning practices would look like in a school.
3. State-level strategies for joining forces between the two groups.

The subgroup's reports were as follows:

Group 1 — Joint Mission Statement

We believe that the environment, community and natural settings, can be an integrating context for teaching and learning. Studying the interactions between people and natural systems create opportunities for all students can master state standards and improve citizenship.

SEA-Net and SEER recognize the importance of collaboration to achieve shared goals. Our goals are to leverage educational and community resources and foster shared leadership to meet state learning goals and commitments. By leveraging resources, we are committed to improving teaching and learning. As a result, students will become active citizens as they address community issues and needs.

Group 2 — Model Programs of EIC/Service-learning Practices

Model programs need to have a:

- dynamic team
- supportive administration
- supportive community structure

The student's must:

- be involved in the entire process
- have ownership to further sustainability
- understand service-learning process as well as the teacher

The teacher's role is to:

- pass responsibility to the students
- understand their (teacher's) role in service-learning process
- insure that the service component is "doable"
- tie the service to learning, academic achievement and insure that learning drives the service and that projects fit into units as a means of furthering learning
- use Gardener's multiple intelligences to involve students and effective reflection
- look at knowledge, skills and behaviors that students should get from a unit

Teacher education (pre-service) should:

- incorporate the EIC and service-learning models into higher education, especially, pre-service teachers
- establish policies to require that service-learning is built into higher education systems, e.g., Minnesota's model

Group 3 — State-level Strategies

The group discussed the need to:

- build infrastructure support
- connect districts to schools through the use of volunteer centers and other strategies
- establish regional databases to coordinate resources
- facilitate teacher-to-teacher networking
- work to impact teacher training and certification in order to include service-learning and EIC
- demonstrate that EIC and service-learning help students meet educational standards
- promote strong case examples
- support EIC and service-learning through joint grant programs
- create a "unified" method of endorsing programs
- strategize at state level to connect the two programs
- work to "move agenda" at state level with SEER and SL representatives
- promote models of good programs

The special session with the service-learning guests closed.

Tuesday, May 23, 2000

The morning began with a debriefing of the days spent with the service-learning guests. The SEER members felt that the time spent together had been very productive.

Scaling-up

Various states' models for "scaling-up" the EIC implementation process were discussed. State models included efforts in Florida, Minnesota, Maryland, Pennsylvania and New Jersey.

Florida

Kathy Shea Abrams and Robert Raze gave an update on the efforts in Florida. The 13 schools, throughout the state, that have been tracked since receiving their EIC implementation grants have reported program evaluation data. The evaluation factors were chosen and tracked by the teachers. Many of the programs reported benefits to students both in academic achievement and behavioral areas. The Regional Service Projects (RSP) continue to act as "resource brokers" for the schools.

The RSPs recently received intensive training as they joined in an EIC Implementation Seminar led by SEER staff at a school in the Tampa Bay area. This professional development opportunity served to bolster the effort to initiate EIC demonstration sites across the state.

Minnesota

Kathleen Lundgren and Pam Landers shared the strategy for scaling up EIC implementation in Minnesota. They see networks as the backbone for accomplishing their goals. They discussed establishment of the best practices network of EIC teachers. State educational coordinators are also connected with the best practices teachers. For further support, professional education organizations have been restructured to match the state regions.

EIC demonstration sites are being initiated in each region. These schools each have a matching Regional Environmental Learning Center that offers ongoing support. Other support comes from the Blandin Foundation and School Natural Areas Program (SNAP) staff.

Maryland

Gary Heath shared the efforts in Maryland centering on a collaborative relationship between the Chesapeake Bay Foundation (CBF), Maryland State Department of Education (MSDE) and SEER. CBF has selected nine Maryland schools as partners in the pilot phase of the Bay Schools Project (BSP), a program that will use the environment to help improve academic achievement, school behaviors and environmental stewardship. BSP coordinators will serve as liaisons between CBF, MSDE, SEER and the partner schools to support and assist each site. Key CBF personnel attended a recent EIC Implementation Seminar, led by SEER staff, to have training in the EIC model and SEER's professional development methods. A SEER staff member will also be leading principal sessions at the BSP summer institute, a week of professional development scheduled for August.

Wednesday, May 24, 2000*Pennsylvania*

The day began with Dr. Patti Vathis sharing a video recently produced for the Pennsylvania Department of Education. The video presented an overview of the Commonwealth's Governor's Institute on Environment and Ecology (summer, 1999) and described Pennsylvania's environment-based educational program efforts with an emphasis on the EIC model. The video was distributed to 500 schools throughout Pennsylvania.

Discussion next focused on what SEER members hoped to accomplish with SEER and EIC implementation. Members expressed a desire to:

- concentrate on developing and strengthening teams/networks as they view them as the potentially most profitable;
- avoid workshops that may inappropriately consume SEER's staff time, energy and resources;
- assess, understand and differentiate staff development needs for specific audiences;
- insure that staff development is site-based and focused on identified needs;
- make professional development ongoing and take a variety of forms (e.g., workshops, site visits, mentoring, action research, peer coaching, etc.);
- record the EIC program development process (including practitioners' "road map" for success, where they went for resources, their informal process steps, solutions to problems along the way, etc.);
- insure that states provide EIC implementation follow-up and regular monitoring; and,
- use these efforts to develop camaraderie, cohesiveness and create a focus.

In a discussion of how SEER representatives can work to develop or incorporate additional assessment tools, participants identified a need to:

- create a rubric to look at content, actions and thinking skills in order to assess environmental literacy of the student body.
- collect and assess student project work to create benchmarks or anchor projects as a basis for identifying student learning, reflection and application.
- develop a rubric for assessing EIC projects as a means of demonstrating strategies for new EIC teachers and students.

SEER's Professional Development Toolkit

SEER staff members, Linda Hoody and Grace Lieberman, shared the new EIC professional development outline and revised workshop plan with the seminar participants. Since the professional development process has been revised considerably in the last few months, it was beneficial for SEER staff to conduct this session in which the group was lead through the new EIC workshop format. Ms. Hoody and Ms. Lieberman also presented new workshop support materials and activity sheets that have recently been developed.

Readiness Rubric for New EIC Projects

The group discussed whether or not we need to establish a system to determine what makes a school or district ready for EIC. The conversation focused on the need to create an application process or rubric to determine readiness. Other possibilities included completion of an application, requiring a letter of recommendation, or required sign-off by teachers, a written commitment from administration, or a site visit.

It was determined that an outline for EIC school/project readiness already exists in the form of the self-evaluation rubrics entitled "Developing Leadership and Community to Support an EIC Program in Your School." The group decided that this document could be adapted and used as a filter/rubric for evaluating readiness and that a new source for readiness rubrics need not be explored further at this time.

Thursday, May 25, 2000

The morning began with a discussion on strategies employed by SEER members to address Michael Sanera's visits to their states.

David Wicks gave a brief report on the North American Association for Environmental Education (NAAEE). He discussed the NAAEE's decision to split from Mexico and Canada. He also talked about the separation from EETAP and the proposed shift of the association to that of a professional organization.

Tenth SEER Seminar

The group discussed potential agenda items for the 10th SEER Seminar. Ideas centered on the possibility of holding a national SEER conference. This event would be a professional development forum to present the EIC model. The conference could also bring together EIC program practitioners and students to share their programs, successes and challenges.

Suggestions included following the Eisenhower model, wherein each group is given a short period to present their program. State EIC representatives and others would write pre-selected questions. The meeting could be organized so that participants would have the opportunity to visit several sessions and EIC practitioners would be able to view other presentations.

The conference could possibly be in conjunction with a spring SEER seminar (11th Seminar). SEER staff will develop a possible model for review.

It was proposed that the 10th SEER Seminar be held December 2-7, 2000. The location is to be determined at a later date.

There was consensus that SEER has been a very positive source of professional development for its members, an important vehicle for continued dialogue and professional growth.

The 9th SEER Seminar closed.



State Education & Environment Roundtable

Appendix A Seminar Agenda

Ninth SEER Seminar — Agenda

May 21– May 25, 2000

Special Session with National Service Learning Guests
May 21– May 22, 2000

(858) 676-0272

(858) 676-1086 Fax

www.seer.org

Saturday - May 20, 2000

Various Airport pick-up for trip to: **Radisson Suite Hotel**
11520 West Bernardo Court, San Diego, CA 92127
(858) 451-6600 (phone) 592-0253 (fax)
Dinner: Independent, at hotel or nearby restaurant

16486 Bernardo Center Dr.

Suite 328

San Diego, CA 92128-2530

Sunday - May 21, 2000

7:30 a.m. Breakfast: Radisson Suites
8:00 Hotel pick-up for trip to Anza-Borrego State Park
10:00 Hike at Anza-Borrego ridge
11:15 Depart for Anza-Borrego State Park Headquarters
11:45 Park Headquarters
(slideshow, lunch and teaming activity)
1:45 p.m. Depart for Santa Ysabel
2:30 Visit Santa Ysabel
4:00 Depart for Radisson
5:00 Arrive Radisson
6:15 Pick-up at hotel for dinner
6:30 Dinner at Lieberman home
8:30 Return to hotel

Monday - May 22, 2000

8:00 a.m. Breakfast: Radisson Suites
9:00 Greetings and opening comments
9:15 Overview of SEER's program
9:45 Exploratory: Recent accomplishments by states
10:30 Break
10:45 Exploratory: (continued)
12:00 p.m. Lunch: Outdoor café at the Radisson
1:00 Exploratory: Connecting Service Learning and EIC
3:00 Break
3:15 Exploratory: (continued)
5:00 Close of special session
6:15 Depart hotel for dinner
6:30 Dinner at Chevy's Restaurant

California
Department of Education
Colorado
Department of Education
Florida
Office of Environmental Education
Iowa
Department of Education
Kentucky
Environmental Education Council
Maryland
State Department of Education
Minnesota
Dept. of CFL & EE Advisory Board
New Jersey
Department of Education
Ohio
Department of Education
Pennsylvania
Department of Education
Texas
Education Agency
Washington
Supt. of Public Instruction

Sponsored by
The Pew Charitable Trusts

Administered by
Council of Chief State School Officers

Director
Gerald Lieberman, Ph. D.

Tuesday - May 23, 2000

8:00 a.m. Breakfast: Radisson Suites
9:00 **Exploratory:** Change Processes – "The Making Change Game"
11:00 Break
11:15 **Exploratory:** Strategic Thinking – Planning for the further dissemination of
EIC
12:00 p.m. Lunch: Outdoor café at the Radisson
1:00 **Exploratory:** Strategic Thinking (continued)
2:45 Close of session
3:00 **La Jolla visit**
Dinner: Independent
7:30 **Pick-up in La Jolla for return to Radisson**

Wednesday - May 24, 2000

8:00 a.m. Breakfast: Radisson Suites
9:00 **Exploratory:** Developing tools for identifying schools' readiness for EIC
11:00 Break
11:15 **Exploratory:** Developing readiness tools continues
12:00 p.m. Lunch: picnic at Lake Poway
2:00 **Exploratory:** Reviewing SEER's Professional Development toolkit
4:30 Close of Session
5:30 Depart for Closing Dinner: The Mining Company

Thursday - May 25, 2000

8:00 a.m. Breakfast: Radisson Suites
9:00 **Planning for 10th Seminar and Other business**
10:15 Break
10:30 **Administrative Matters and Seminar Evaluation**
11:45 Close of 9th Seminar

Appendix B List of Participants

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APPENDIX B

Introduction

From May 17 through May 21, 1999 the State Education and Environment Roundtable held its eighth seminar in Snowbird, Utah.

This document reports on the agenda and participants, briefly describes the various exploratories and relates the discussions that characterized the Seminar.

The eighth seminar was held in Snowbird to coincide with the Project Learning Tree (PLT) International Coordinators Conference. This shared time allowed Roundtable members to participate in a joint session with the PLT coordinators.

Gary Heath of the Maryland State Department of Education was not able to attend.

Mike Naylor, a consultant working with the Department of Children, Families and Learning, joined the Roundtable for the week. Mr. Naylor has been working with the Minnesota team to develop their state Environmental Literacy Scope and Sequence.

Seminar Agenda

The original intent was that each seminar would be organized into four major sessions including:

- education, environment and leadership skills;
- discussions focused on the critical components of effective environmental education (EE) programs;
- opportunities to observe and discuss exemplary programs, and,
- research planning and general project oversight.

The Roundtable staff designed the 8th Seminar to achieve these objectives and meet the needs that the state EE coordinators defined during the seven preceding Roundtable Seminars. The full Seminar Agenda is included as Appendix A. The participant list is included as Appendix B.

Daily Discussions and Presentations

State Updates

Throughout the week, the Roundtable member state representatives shared updates on activities within their states. Each participant described advancements and ongoing program development in their state. The updates also contained descriptions of activities such as: funding and grants; impacts of the Roundtable research on state reform efforts; standards and frameworks, and curriculum development. The state updates are included as Appendix C.

Monday, May 17, 1998

Tim Brown, Executive Director of the Utah Society for Environmental Education, welcomed the participants to Utah. He talked about a network of low population states that have banded together to strengthen their efforts to promote environment-based education. Tim also provided copies of their newsletter, one product of the network's collaborative efforts.

Dr. Lieberman related how Da Vinci's Seven Principles directly connect to the concept of EIC and the efforts of the Roundtable. Da Vinci's principles are as follows:

Curiosita - An insatiable curious approach to life and an unrelenting quest for continuous learning.

Demostrazione - A commitment to test knowledge through experience, persistence, and a willingness to learn from mistakes.

Sensazione - The continual refinement of the sense, especially sight, as the means to enliven experience.

Sfumato - (literally "Going up in smoke")- A willingness to embrace ambiguity, paradox and uncertainty.

Arte/Scienza - The Development of the balance between science and art, logic and imagination. "Whole-brain" thinking.

Corporalita - The cultivation of grace, ambidexterity, fitness and poise.

Connessione - A recognition of the appreciation for the interconnectedness of all things and phenomena. Systems Thinking.

Dr. Lieberman concluded the evening with comments related to the week's activities and described the logistics of the various sessions.

Tuesday, May 18, 1999

Program Evaluation Rubrics

This entire day was devoted to refining the program evaluation rubrics. These rubrics were initiated at the 7th Seminar in Seattle, where the group worked on defining the best practices for each characteristic of EIC. Dr. Lieberman and Ms. Hoody met with an educational team from the Jefferson County School District in Louisville, Kentucky to further develop varying stages of the rubrics.

The latest version of the program evaluation rubrics was presented to the seminar participants. The state representatives worked in 4-5 member teams to define indicators at each level on the rubrics. The revised version was then dispensed to the group and individual corrections were noted.

Upon returning from the seminar, Dr. Patti Vathis has agreed to present the corrected rubrics to members of the Pennsylvania DOE assessment department for further refinement. Following this revision, the rubrics will again be distributed to the Roundtable members for final corrections.

Wednesday May 19, 1999

This day focused on presentation of the primary pieces of a four-part EIC "toolkit". The components of the toolkit include:

- framework for student learning
- Scope and Sequence
- student assessment
- program evaluation rubrics
- EIC Seminar Workbook

Supplementary resources include the videos; the *Closing the Achievement Gap* report; a guide for EIC implementation coordinators; and, the seminar agenda models.

"Scaling-up"

During the first part of the morning, a dialogue was initiated concerning scaling up the EIC implementation process. Three EIC implementation workshop agenda models (2-day, 3-day and 5-day) were noted. These workshop agendas and the current version of the EIC seminar workbook were made available to the participants for review.

An initial discussion focused on the potential partners to assist in the promotion of EIC. The list of possible partners included members of:

- National EE agencies, programs and organizations
- Global Change Program
- EPA funded programs
- School reform agencies
- Education institutions
- American Council on Higher Ed.
- Business and industry
- ASCD
- EE providers and foundations
- Service districts
- Non-formal educators (e.g. nature centers, museums, zoos, residential outdoor schools, SNAP [School Nature Area Projects], etc.)

The group also discussed approaches to influencing instructional methodologies. Suggestions included:

- Hiring professional journalists to write articles for magazines, journals, newsletters, etc.
- Creating SEER subgroups to "spread the word"
- Documenting and reporting growth of EIC programs and schools
- Helping generate EIC demonstration schools in each region

The group discussed the need for intensifying strategic plans for creating EIC demonstration schools throughout the Roundtable states. This topic was revisited in greater depth on Friday morning. For a more detailed description of the "Scaling Up" exploratory please see the Friday, May 21 section of this report.

Learning Framework

The participants were asked to review the most recent draft of the document entitled "A Learning Framework for Understanding Natural and Social Systems – The Environment." This framework describes the essential knowledge and skills the Roundtable members believe are necessary for understanding the natural and social systems that comprise the environment.

A five-state subcommittee of the Roundtable developed the framework. At the 6th Roundtable Seminar in Kentucky, all members worked on refining the document. The Learning Framework will be finalized in the next few months.

Minnesota's Scope and Sequence

Pam Landers, Kathleen Lundgren and Mike Naylon presented the work they've done thus far on the "Minnesota Environmental Literacy Scope and Sequence." Based on the Learning Framework, the Scope and Sequence embodies the content knowledge and skills that learners kindergarten-adult should know and be able to do to be environmentally literate. The Environmental Literacy Scope addresses: 1) understanding the interrelationship of social and natural systems, and 2) having the critical thinking skills to apply this knowledge to real-world situations.

The Minnesota team also shared the Minnesota Schools Environmental Education Survey that was distributed to 1200 schools in the process of identifying candidate schools for EIC professional development.

Student Assessment

Lynne Ferguson and Tony Angell presented Washington's efforts in developing a K-12 student assessment tool. This project involves partners including: Washington's OSPI; Weyerhaeuser; the Washington Forest Protection Agency; agencies representing Projects WILD,

WET and PLT; the University of Washington, CISPUS Environmental Learning Center, most of Washington's education service districts; and, various Washington school districts.

The Washington team has worked on the project since the first of the year. They began by designing the scope and sequence for science and environment-based knowledge. They then identified the state standards that aligned with this knowledge base for grades K-12. They are currently working on the student assessment instruments that will serve as the basis for measuring environment-based knowledge and skills.

Thursday, May 20, 1999

The morning was devoted to addressing "Special Topics" that the seminar participants identified as areas they wanted to discuss with each other. The list was narrowed down to include:

- How to generate partners for EIC implementation (Suggestions included: Baldrige; Learn and Serve; School-to-Work; Eisenhower Consortium; National Service Learning Association; JC Penney; National Alliance of Business; New American Schools and other school reform programs; NSTA; NCTM; Center for Leadership in School Reform; Center for School Change; Annenberg; Regional Education Labs; Institute of Museum Services; National Geographic Alliance; textbook publishers; Newspapers in Education; U.S. Chamber of Commerce; Natural Resource Conservation Service; Getty; PBS; and, Turner Foundation)
- How to spread the word about the benefits of EIC in improving achievement in reading, writing and math. Discussions centered on presenting the benefits of EIC to reading, writing and math specialists. The next step may be to work on creating partnerships with these specialists.

The group discussed the lack of age appropriate materials that connect systems learning to appropriate reading and developmental levels. The dialogue also included the need to identify a sequence of EIC-based materials to meet the instructional needs of teachers and the importance of determining the concepts to be taught through the reading materials selected.

- Funding an EIC person in each state. This discussion converged on creative financing through various state agencies. State agency buy-in using non-cash matches could be considered.

Actively investigating available grant monies was presented as an option. Concern was expressed for sustaining funding when the grant period has ended. It was suggested that insuring partnership support might be a viable answer to this problem.

PLT Joint Session

The Roundtable members joined the PLT coordinators for an afternoon joint session. Dr. Lieberman began with an overview of the Roundtable and a brief presentation of the research findings. Three state teams then provided case examples of their Roundtable/PLT cooperative projects. The state teams included: Bill Andrews and Kay Antunez of California; Kathy Shea Abrams and Robert Raze of Florida; and, Tony Angell and Lynne Ferguson of Washington.

The Roundtable members were then invited to join in concurrent "open space" cooperative discussions.

Friday, May 21, 1999

A Strategic Plan for Building a Network of EIC Demonstration Schools

The following section outlines the topics that emerged during the continued discussion of "Scaling-up EIC Implementation." The participants identified the following key areas in developing a strategic plan for building a network of EIC demonstration schools:

- Creating state-level support for EIC
- Use of creative funding strategies to support EIC implementation
- Leveraging support for EIC professional development
- Possible action research to be conducted
- Components involved in affecting school change

Creating State-level Support for EIC

- Begin with a vision of EIC demonstration schools
- Develop strategic plan for involving potential schools
- Search DOE, other state agencies and non-formal groups for projects that intersect with EIC goals
- Capitalize on DOE programs and sub-state regional networks already in existence
- Match goals with existing networks (begin with determining how schools perceive existing network before partnering with them)
- Look for working relationships with government agency representatives and teacher prep personnel
- Arrange for one-on-one meetings with key stakeholders to learn what they care about and share how EIC implementation can serve to meet their goals
- After subsequent meetings with stakeholders, "close the deal" with concrete objectives
- "Talk up" EIC at every available opportunity
- Identify decision makers in departments, programs and networks that may be influential partners
- Involve partners in planning and look for cross-over relationship to their plans
- Provide professional development in conjunction with partners
- Address real-life needs of teachers (e.g., re-certification, accreditation, etc.)

Use of Creative Funding Strategies to Support EIC Implementation

- Secure funding and support (e.g., S.I.P., Title I, state grants, federal programs such as Eisenhower)
- Team with other organizations wanting to do teacher workshops
- Seek funding from the business community and local organizations
- Reallocate money to fund EIC efforts
- Garner in-kind support from other agencies
- Create a joint legislative initiative with other departments to meet needs of both groups
- Look for support from sources such as school improvement funded programs
- Explore localized funding available, from school districts, etc.
- Identify organizations wanting to do a task, offer professional development, money for field trips, equipment or other resources
- Keep trying, be persistent

Leveraging Support for Professional EIC Development

- Determine the larger audience from which candidate schools can be selected
- Determine composition of school teams
- Provide EIC professional development seminars for all involved groups
- Involve other department experts to present various seminar sections (e.g., student assessment, constructivist approaches, service learning etc.)
- Build in support services throughout implementation process
- Have clear examples of "how to do it"—connecting with technical experts and resource personnel
- Monitor the planning and implementation process by bringing together a network of candidate schools so they can share with each other

- Build in program evaluation
- Define feedback loops
- Note ongoing changes on program rubrics as programs mature

Action Research to be Conducted

- State by state case histories of EIC schools implementing EIC (descriptions of how the programs are structured; formal program evaluation being conducted; student assessment results; relationships with DOE, community members, business partners, formal and non-formal resource agencies; lessons to pass on to newly forming school teams)

Components Involved in Affecting School Change

- Hire a coordinator to oversee the state school change process
- Identify schools that have "high readiness," such as PLT, Adopt-A-Watershed, or Project WILD schools – they will likely need make a smaller shift from what they are already doing to becoming an EIC school
- Use rubrics to determine readiness
- Build a team of educators (the principal, 3 teachers and a resource person) at school sites to be involved in piloting and reviewing the implementation process and development of new curriculum
- Channel funding to schools most likely to succeed
- Establish ongoing communication and involvement of community members (e.g., encourage parents be part of selection team when hiring new staff)
- Conduct two-week EIC summer institute
- Have a follow-up institute the summer of second year
- Schedule monthly visits to schools
- Secure funding to cover teacher stipends
- Provide mentors to deliver hands-on professional development into second year of implementation
- Garner community involvement

Ninth Seminar

The group agreed to hold two, instead of three, seminars in the funding period remaining for the Roundtable. The participants discussed the value of concentrating funds to make it possible to invite prominent guests from each of their states to the next seminar. The ninth Roundtable Seminar was scheduled for February 21-24, 2000 to be held in San Diego, California.

Possible exploratories for the 9th seminar were identified as follows:

- Sharing work of students and teachers from EIC demonstration schools
- Exploring the relationship of EIC to reading strand
- EIC Scope and Sequence
- EIC Implementation Action Planning
- EIC Program Evaluation
- Assessing student work
- Fostering partnerships with groups such as School Improvement Offices
- Action Research
- Addressing the alienation of children, drop-outs, safety issues
- A session to name the EIC toolkit

The 8th Roundtable Seminar closed.